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ABSTRACT

The document presents information pertaining to the program in career education at the Danbury (Connecticut) public schools. The system's organizational chart and policy statement precede descriptions of the elementary, junior high, and senior high programs. Also included are descriptions of inservice teacher training activities, specialized programs, and a discussion of the Danbury career education program's strengths and weaknesses. (LJ)

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Career Preparation

CAREER EDUCATION

Career Development

U S DEPARTMENT OF HEALTH
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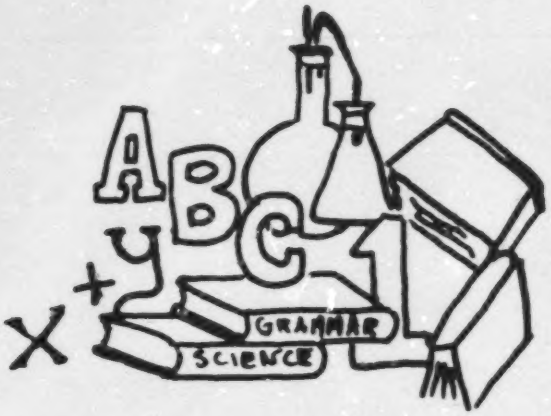
LC SEC 304

DANBURY PUBLIC SCHOOLS

K—12

CAREER EDUCATION identifies with . . .



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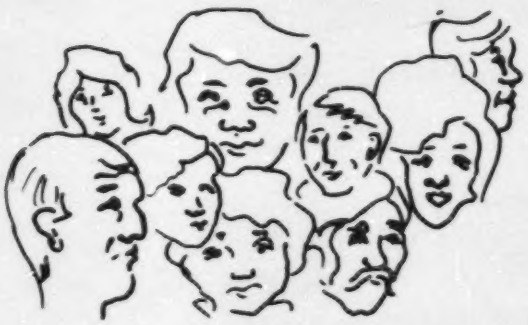

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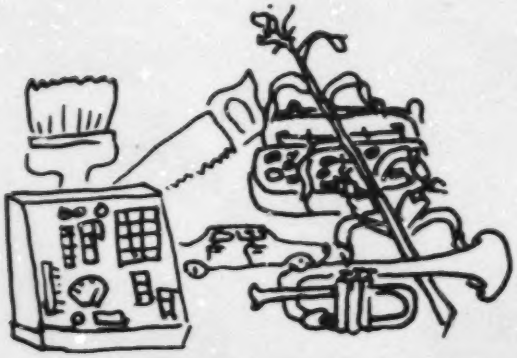

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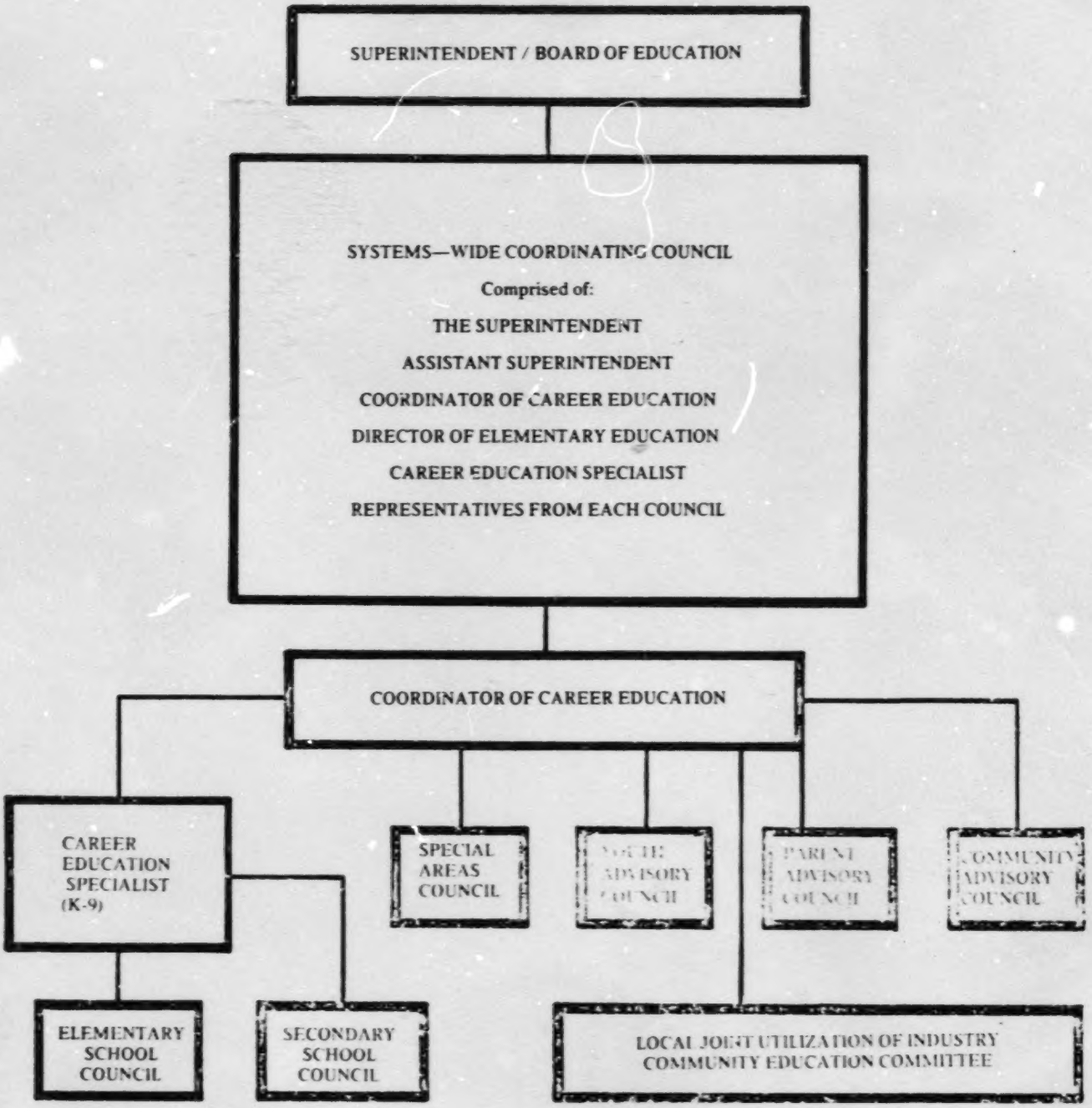

SUPERINTENDENT / BOARD OF EDUCATION
SYSTEMS—WIDE COORDINATING COUNCIL
Comprised of:
THE SUPERINTENDENT
ASSISTANT SUPERINTENDENT
COORDINATOR OF CAREER EDUCATION
DIRECTOR OF ELEMENTARY EDUCATION
CAREER EDUCATION SPECIALIST
REPRESENTATIVES FROM EACH COUNCIL
COORDINATOR OF CAREER EDUCATION
CAREER EDUCATION SPECIALIST (K-9)
SPECIAL AREAS COUNCIL
PARENT ADVISORY COUNCIL
COMMUNITY ADVISORY COUNCIL
ELEMENTARY SCHOOL COUNCIL
SECONDARY SCHOOL COUNCIL
LOCAL JOINT UTILIZATION OF INDUSTRY COMMUNITY EDUCATION COMMITTEE

POLICY STATEMENT

CAREER EDUCATION

Foreword:

In this era of rapid change, of increasing technology and job specialization, it is incumbent on the community to provide its citizens with appropriate orientation and preparation for the many career opportunities which exist in our society. The preparation should include career education experiences extending from the early years and continuing throughout adult life. Adequate provision must be made for all students -- those who choose to pursue a career through higher education, those who will enter the employment market upon leaving school, and those who seek additional training.

POLICY

The Board of Education believes that it is imperative that the above needs be met and, therefore, it will deliberately promote program changes to effect the following goals.

A. Programs designed to help students develop attitudes of respect for self and others coupled with an opportunity to acquire accurate information -- develop realistic perceptions -- regarding career opportunities and education, will be initiated in the primary grades and continued throughout the school years.

B. Upon graduation from high school, each student will be prepared for post-secondary education and/or will be prepared with appropriate salable skills for productive work and gainful employment.

C. Every student who leaves high school before graduation will possess an entry level skill for productive work and gainful employment.

D. Adult education programs will be expanded to provide adequate opportunities for all persons who seek training for new job skills or for upgrading their existing skills.

Adopted by the Board of Education
May 10, 1972

In Danbury, we have a heavy responsibility to structure educational experiences in ways which equip young people with the ability to read, write, calculate and think -- skills which everyone needs to function effectively.

Another important task is providing students with the chance to learn particular skills to earn a living as a doctor, brick layer, secretary or engineer. Because of technological change, we must therefore, help young people learn to respond flexibly to changes which we cannot begin to predict.

A third task is to help people become intelligent critics of our society. We must teach people to be sensitive to values and to the need for making rational choices about them.

The opportunity to learn must be available to everyone. Career Education is for all students, regular, handicapped and disadvantaged.

It will provide training and preparation for the student who goes to work before or immediately after graduation. It will provide the exploration and background for career decision-making for all students including those headed for college or further education and training. It will help each individual find the kind of work most satisfying to his interests. It will help all students to be aware of and to appreciate all kinds of work in our society.

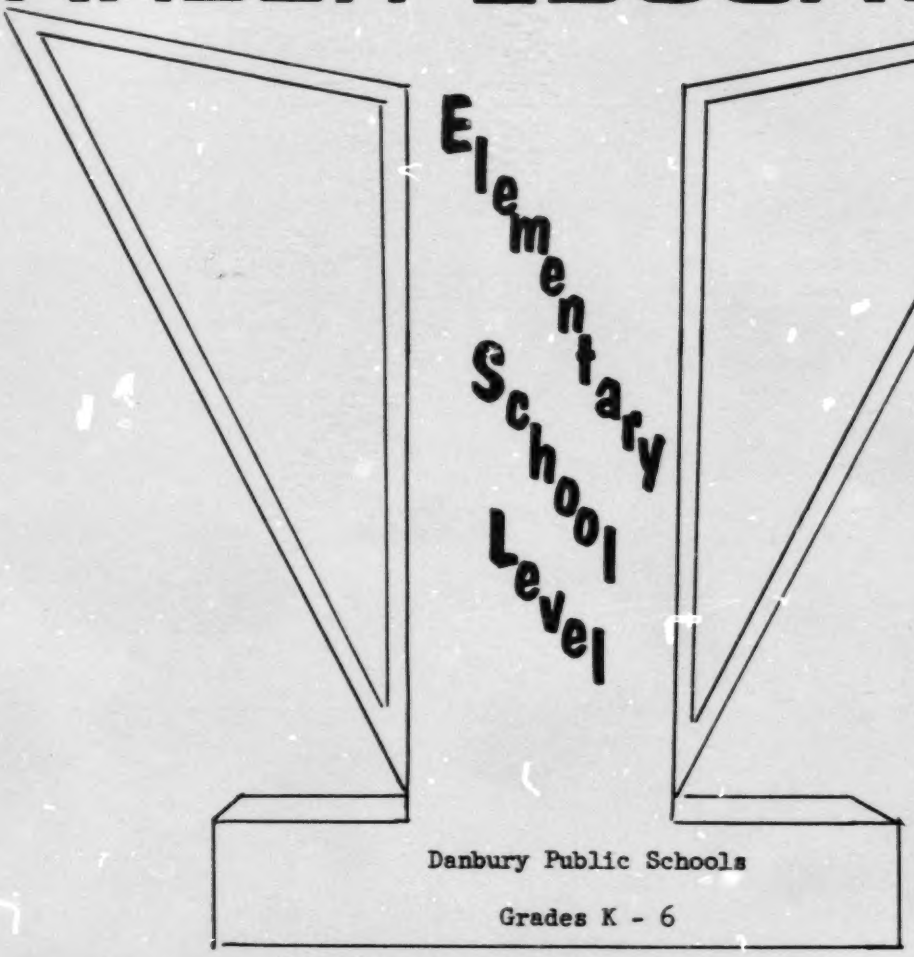
Danbury has found that Career Education has been strengthened over the past years, and we have realized a gradual refinement of these concepts: Self-Awareness, Career Awareness, Orientation and Career Exploration, Preparations and On-Site Training.

We will continue to more fully implement the four point model!

Throughout the year, Career Education has become more defined. Orientation toward service to teachers, helping them with resource speakers, field trips, activities and ideas have continued to be successful. Beyond this, many have fully realized their role as communicators and liaisons with the community, business/industry and administrative support.

In Danbury, we realize that all segments of the educational system must work together to provide a quality program geared to our end product -- the students.

CAREER EDUCATION



Danbury Public Schools

Grades K - 6

ELEMENTARY

Students are excited!

Teachers are challenged!

Parents are involved!

Classrooms have taken on a new look!

Bringing "real life" experiences through speakers, tours and a variety of activities!

Career Education in the elementary schools, is a realistic attempt to involve all youngsters in an approach to total education.

The primary level program emphasizes the relationship and importance of the outside community by integration of experiences into the existing curriculum.

This program is designed:

1) To sensitize educators to the feelings, thoughts and behaviors of children.

2) To give children the opportunity to become constructively involved in developing their own personal effectiveness, self-confidence and an understanding of the causes and effects in interpersonal relationships.

3) To enhance communication and humanistic understanding in the teacher/student relationship.

4) To provide a time in the learning climate where children can deal with their feelings and emotions.

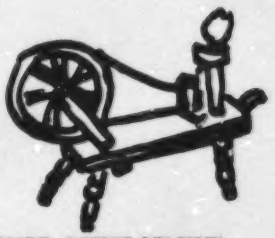
5) To utilize a systematic approach to affective education.

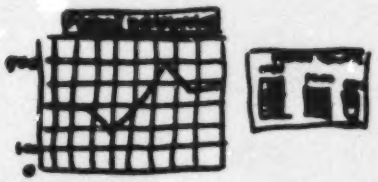
6) To help "little people" become more effective "big people."

The intermediate level program introduces the students to the fifteen Career Clusters. The implementation of Career Education will offer decision-making skills for youngsters and will encourage their active participation to the extent of their individual capabilities. The program centers around the community in which the students live. Students are informed about a wide range of jobs in our economy. They are made aware of opportunities that exist and of what is entailed in pursuing careers.

ELEMENTARY PROJECTS

EARLY AMERICAN DAYS
Students attempted Early American crafts in an attempt to understand and appreciate the pioneers' work.





PRODUCT DEVELOPMENT
Students made products after forming an actual company with stockholders gaining from profits.

STOCKMARKET
Students became acquainted with stockmarket buying and selling techniques.

AIRPLANES & AIRPORTS
Students developed in appreciation of industrialization and its effects upon society.

"WHOSE HAT"
Students gained a greater awareness of careers and their functions in life.

JOBS IN OUR SCHOOLS
Students gained respect for the variety of workers in the school and the training they have for their jobs.

ONE TO ONE
Students from the sixth grade helped kindergarten students write and illustrate stories.

NATIONAL WILDLIFE WEEK
Students learned about the jobs of Forest Rangers, ecologists and gardeners.

WOOD PROJECTS
Students related Math to carpentry and to construction.

ELEMENTARY PROJECTS - continued

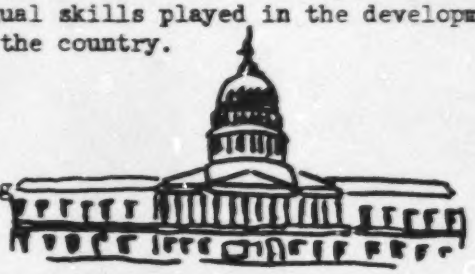
PRESIDENT - A JOB STUDY
Students wrote letters and discussed the problems involved in the position.

STORE
Students learned the value of money by buying things with pennies, nickels, dimes and quarters.

REPAIR AND SERVICE
Students developed Math and coordination skills necessary in repairing broken items.

BICENTENNIAL
Students discovered the importance that manual skills played in the development of the country.

GOVERNMENT
Students related their study of all branches of government by researching and interviewing officials.

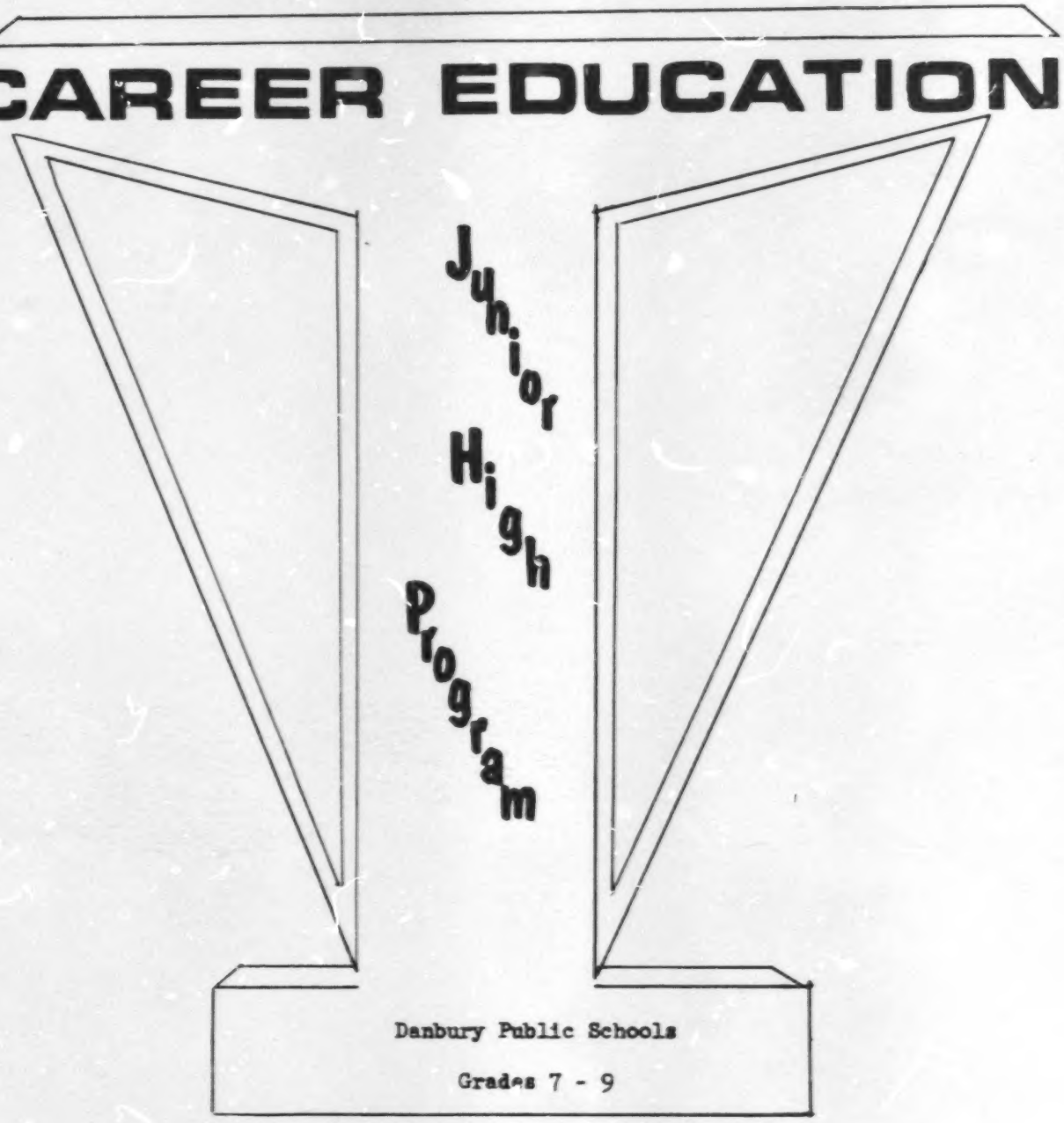


SELF-AWARENESS PROGRAM
Students viewed and discussed regularly, problems they face in the maturation process.

HOBBY SHOW
Students learned that hobbies started at a young age could influence career choice.

FARM ANIMALS
Students learned about farm life and what takes place on a "working farm."

CAREER EDUCATION



CAREER EDUCATION: JUNIOR HIGH SCHOOL LEVEL

At the Junior High School level, the students are provided opportunities to investigate future occupational possibilities. To improve our efforts toward this aim, we will involve the entire community and its resources.

At the seventh and eighth grade levels, some of the following are taking place: Surveying student interest using undergraduate students as resource people; contacting industry/business and governmental personnel and setting up visitations. In September of 1975, visitation groups of five in number, supervised by an undergraduate student as program advisor, will be formed.

These groups will interview occupational areas and workers on site. The students are expected, upon their return to the classroom, to share their knowledge and experiences with the rest of the class. This may be done in the form of discussion or through the use of devices such as tapes, moving pictures, snapshots, etc.

At the ninth and tenth grade level, the exploring division of the Boy Scouts of America, working in conjunction with the Danbury Public Schools, have organized groups and are making on-site visitations for students to have an in-depth look into careers of special interest.

Explorer Clubs are as follows:

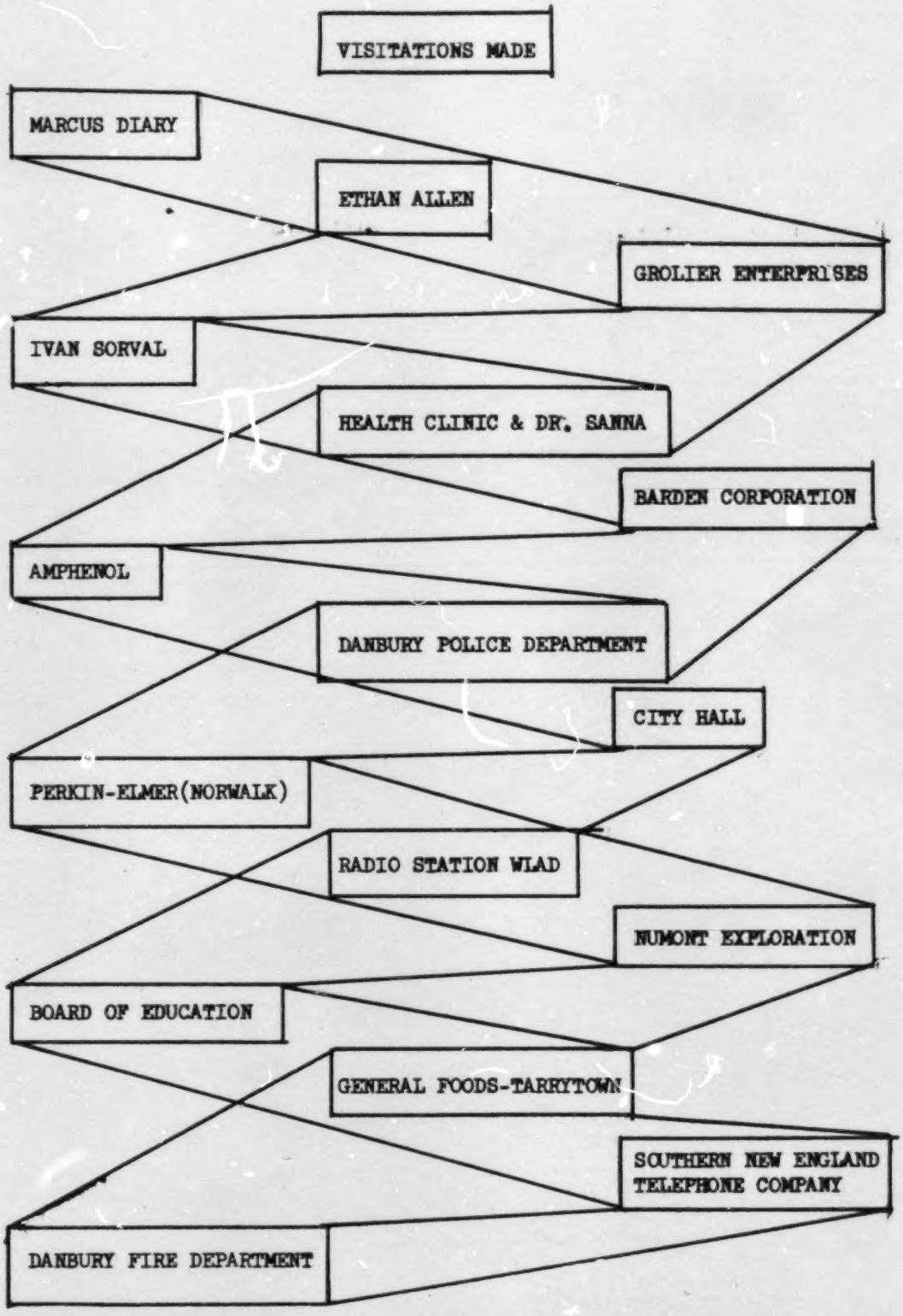
Public Service Science/Natural Resources Transportation

Communications/Media Business Engineering Construction

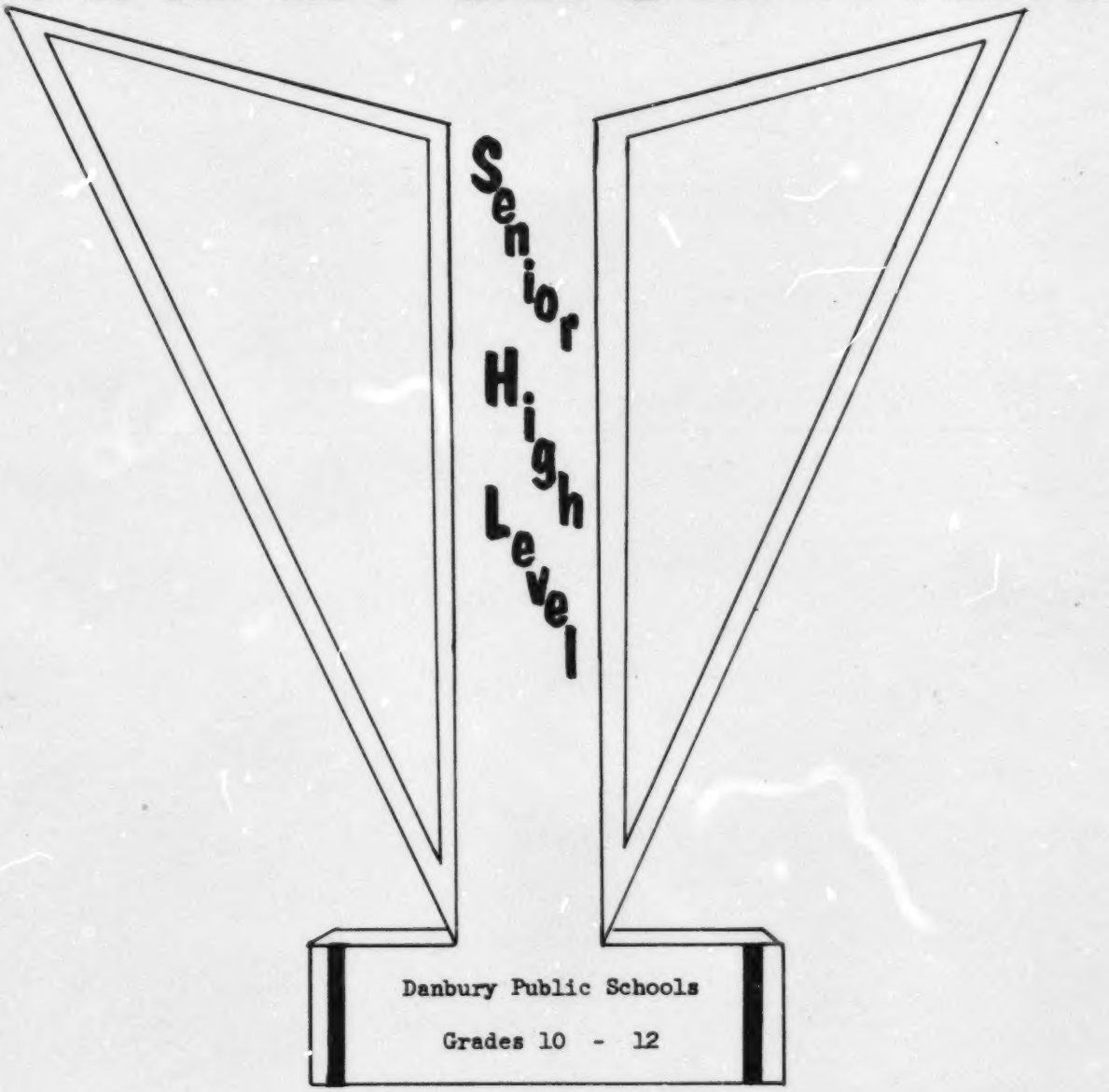
Special Education students may be involved in any of the above. Through the clubs, a member Explorer will make a regular on-site visitation to see different aspects of a chosen career area. Monthly excursions will take place during school and business hours. and will be preceded by an in-school briefing. Membership and participation will be governed by school considerations. Buses will be used to transport the students.

LEARNER OUTCOMES

Regular and methodical experience in exploring career areas will aid teachers and counselors in their efforts to provide a strong base of experience and knowledge needed in today's world. As the students move into the eleventh grade, they are better able to choose their specialized area of interests for the next step, the internship program.


VISITATIONS MADE
MARCUS DIARY
ETHAN ALLEN
GROLIER ENTERPRISES
IVAN SORVAL
HEALTH CLINIC & DR. SANNA
BARDEN CORPORATION
AMPHENOL
DANBURY POLICE DEPARTMENT
CITY HALL
PERKIN-ELMER(NORWALK)
RADIO STATION WLAD
NUMONT EXPLORATION
BOARD OF EDUCATION
GENERAL FOODS-TARRYTOWN
SOUTHERN NEW ENGLAND TELEPHONE COMPANY
DANBURY FIRE DEPARTMENT

CAREER EDUCATION



CAREER EDUCATION: SENIOR HIGH SCHOOL LEVEL

Learning By Interning

Community Involvement Program

Learner Outcomes

Each student selects an area which he or she is interested in and will spend one day a week in a job within that area for a minimum of one semester. At the end of that semester, it will be possible for him/her to select another area of interest, another work experience within the original choice area, or to continue to the end of the school year in his or her original job.

Written evaluations will be made periodically by employers. In addition, a staff consisting of counselors and teachers will evaluate each work situation to determine the growth of the student. On-site experience is divided into the career interest groups related to the occupational clusters.

In addition to these clusters, there will also be an independent project, whereby students will be engaged in individual or group activity other than activities listed within clusters.

The student will be able to relate their own characteristics to job requirements in terms of interest, intelligence, aptitudes and values. These experiences can be particularly significant for a student in exploring his skills and interests and assisting in formulations of future plans and decisions, both in terms of full time employment and/or further education.

CAREER EDUCATION: SENIOR HIGH SCHOOL LEVEL - continued

CURRICULUM:

Teaching language arts, mathematics, science and social studies in the abstract, limits students' opportunities to find meaning and relevance in their studies.

The teaching of subjects, such as mathematics, should employ methods which would continue to allow the students to be familiar with the solution of formulae, and in addition, give these formulae meaning in terms of their use in the real world or work and/or various existing occupations.

GUIDANCE SERVICES:

- Helping the students to view themselves as worthwhile persons
- Assist students in experiencing success
- Assist students with the development and appreciation of their own talents and interests
- Helping the students to make appropriate choices from the widest possible range of alternatives available
- Helping students to formulate plans for implementing decisions which they have made
- Guiding students into types of education and employment that will prepare them to apply the decisions they have made
- Screening and testing methods for proper placement

FOR THE HANDICAPPED STUDENTS:

Training stations will be established for the employable handicapped. The parents committee will assist in making contacts via telephone and/or personal contact in the selection of these stations.

PLACEMENT OFFICE:

The job placement office has officially opened. Mr. Frank McCowan, Placement Officer, is overseeing the operation and hopes to place every student who comes in for an interview.

The office is manned by nine students trained specifically for these jobs by two professionsls, Mr. Paul Baird, manager of Industrial Relations at Instapak Corporation,and Mrs. Suzanne Kelly, personal manager at Union Trust Company. The all female staff studied job interviewing, reference checking, counseling, advertising and today's job prospects.

PLACEMENT OFFICE - continued

Those students who come to the office will be interviewed and the data on each student will be filed according to his or her interests.

The well-planned job placement service represents an essential function of the total career development program of a school. Placement Services should be offered to all students. Present trends encourage the school and other community agencies to act in a coordinated effort. Conducted as a joint effort, more schools might concern themselves with placement services as a means of providing students with a broader understanding or work. Where cooperation between the school and community organizations exist, student vocational selections may lead to better employment opportunities after high school graduation.

There are two aspects to the job placement service: 1) Schools educate youngsters for occupational choice. A natural culmination of this process should be a functional job placement service. This service of schools should act to direct students to jobs in which they have expressed an interest and in which they are capable of performing, and 2) Job placement opportunities on a part-time basis provided during the high school years can provide experiences so essential for all students.

PLACEMENT FOLLOW-UP:

Follow-up data gathered will include such information as: location of employment, pay scale, working conditions, student satisfaction or dissatisfaction, promotion, possible reasons for termination of employment, employer critique of performance and recommendations for school curricula or training. This data will be shared with appropriate school personnel through memos, department, faculty, guidance, administrative, advisory council and public meetings.

IN-SERVICE TEACHER TRAINING

Programs and Workshops

IN-SERVICE PROGRAMS

Bread and Butterflies

This is a career development project for nine-to twelve-year olds. The series includes fifteen-minute television programs, with a comprehensive curriculum guide. Students explore the relationship between their interests and their future in the world of work.

Career Awareness Elementary Workshop

The program developed a basic understanding of the role of the elementary teacher as an advocate of career awareness as integrated into the school curriculum

Human Development Program

The program offers in-service training for educators in teaching techniques utilized in the Human Development Program. The program is designed to facilitate learning in the affective domain.

Self-Awareness Elementary Workshop

Thirty staff members attended this workshop. Demonstrations of various programs for classroom use were presented. These programs develop an awareness within elementary children, especially their concerns about growing up.

Career Guidance Institute #1 - April 18 - May 31, 1974

The purpose of this Institute was to promote and strengthen relationship between business/industry and educational sectors of the Greater Danbury Area.

Career Education Workshop - May 17, 1974

What is it?
How does it function ?
What is the State's role?
What will it consist of?
What are implications for the participant?

One hundred and fifty teachers, parents and school administrators attended this workshop. The major thrust of this meeting was to get the reactions from a mixed population and then an answer to the question, "Where do we go from here?"

IN-SERVICE PROGRAMS - continued

Career Guidance Institute #2 - March 3 - 13, 1975

The purpose of this Institute was to plan a partnership approach among educators, industrialists and businessmen; promote the Career Education concept; gain new insight about the industrial society; and demonstrate how subject matter can become more relevant to career opportunities in the classroom.

Curriculum Workshop - July 9,- 25, 1975

A regional workshop to develop curriculum materials in Career Education within twelve disciplines.

Writing As a Career (K-12)

Author Robert Newton Peck spoke on his experiences and his career.

TEACHER COMMENTS ON CAREER EDUCATION

Career Guidance

"There should be more personal guidance as students go through education."

"U-Conn's clinic is full of psychological problems -- college seniors who worked their head off for four years, now find that htere is no chance for a job. They might have been steered in the wrong direction."

Career Education

"They need it now more than ever."

"With mothers and fathers working, children need to be informed as to what they do and how they fit into society."

Career Education Projects

" Children need something to show for their efforts."

"They're proud enough of their work to keep it in the room."

"Hands-on activities -- the only way to teach."

"Not only enjoyable, but skills are learned."

"The projects give meaning to the children."

"When you can see what you've been talking about, it's wonderful!"

"Children can work well together and are most interested in each other's work."

"They want to know how much a person earns, how much education they need."

"They are completely unaware of what many jobs involve."

"Students look at jobs more realistically than they did before-- they look closely at requirements."

TEACHER COMMENTS - continued

Career Education Projects

"I took a unit from another grade, changed it around to fit my pupils and it really was exciting."

"It shows them a reason for learning."

"We'd like to take more field trips to go along with our studies, but financially -- we cannot do it."

"Highly motivating."

"Always more exciting than just using the book."

"They even dig in a little bit more, especially when they build it themselves."

Attitudes

"We are stressing personal satisfaction on the job."

"Most worthwhile -- children have to strive to develop their inner-self."

"Must be continued and expanded. Only after many years, can we see a real developmental change "

Student Comments

"How do I know what to prepare for, if I don't know what's out there."

"I wish I knew something about this program before I graduated."

"Give us more time, we need it."

"Everyone should have the opportunity to see people at work."

"I liked all the trips that Public Service took, I think I learned a lot in the weeks that passed."

"I am glad such a club is available, I can't wait for the next trip. I think this is an excellent program and deserves praise."

OTHER SPECIALIZED PROGRAMS

Distributive Education

Vocational Occupational Education

Pre-Apprenticeship Program

Cooperative Work Experience

Multi-Opportunities for Youth

Early Childhood

Patient Care Technician

Food Service Training

DE WHAT IS IT?

DE stands for Distributive Education, a vocational education program that combines work and study for students interested in merchandising, marketing, management and service operations. About 600,000 students participate in the program, which is offered in secondary and post-secondary schools, as well as in evening classes, to young people and adults in every state of the union.

DE is a program of cooperation between the business community and the public schools, and it works because there's something in it for everyone. It provides the student with a combination of theoretical and practical job training; it provides the businessman with capable, mature, career-minded employees. The program is directed at people whose needs might otherwise be neglected; people who may not go to college but who want to engage in profitable and challenging careers. In short, DE is a sound and economical solution to the problem of unemployment.

VOCATIONAL OCCUPATIONAL EDUCATION

Purpose: The purpose of Vocational Education in the Danbury Public Schools, is to provides the student with an opportunity to acquire an employability skill which will enable him/her to secure employment in the field of his/her choice; to acquaint the student with the attitudes and appreciations necessary for obtaining and retaining employment; and to inform the student of the career opportunities in the field of his/her choice.

PRE-APPRENTICESHIP PROGRAM

The present pre-appreenticeship program is a cooperative effort between Heli-Coil, local high schools and the State Department of Labor to provide industrial training for juniors and seniors who are over the age of 16 and who may or may not have reached the age of 18.

The program is patterned after the regular State approved apprentice program in the tool and die and maintenance machinist areas.

The purpose of this endeavor is to afford an opportunity for young people to balance a continuing scholastic effort through high school with prescribed levels of "on the job industrial training."

PRE-APPRENTICESHIP PROGRAM - continued

The ultimate goal is to provide an alternate avenue toward full employment and security for the student who does not intend to go to higher levels of education. It also allows industry, through earlier particpation, to work with a younger and better trained person who, at least up to the present, has not been available through conventional labor markets.

The student works four hours per day, five days per week, for a total of twenty hours. There is constant communication between school and employer.

IT'S WORKING !

Cooperative Work Experience -- Diversified Occupations is a vocational education training program sponsored and directed by local employers and Danbury High School.

The program is designed to meet the needs of the employer, school and student and combines the qualities of a planned "on the job training program" with the planned learning atmosphere of the high school.

The work related information section is prepared by the employer and the CWE-DO Coordinator. It is designed to relieve the employer or his supervisors of that related theory training that can best be presented to the classroom. It also enables the employer to insure that many of the topics he would like to teach, but cannot, due to lack of time, are incorporated into the training plan. Through a planned cooperative program the new employee becomes proficient at his new job sooner than he would under a straight "on the job learning program." The teaching procedure is basically a supervised training program. It utilizes text, films, filmstrips, programmed learning materials or any other media containing job related information. These training materials are supplied by the school and the employer.

MULTI-OPPORTUNITIES FOR YOUTH

The M.O.Y. Program is designed to assist the potential dropout in wanting to continue his education through graduation from high school. To achieve this end, the program seeks to implement those services the student feels he will need to get through school. Such services may be school centered as well as community centered. The M.O.Y. staff follows through with each case until the student has accepted a plan for continuing education.

MULTI-OPPORTUNITIES FOR YOUTH - continued

In working with the dropout, similar procedures are followed with the goals in focus relating to his enrollment in the educational program or a comparable learning or work experience.

EARLY CHILDHOOD WORKSHOP

This course prepares students for employment as a para-professional working with young children or serves as a pre-professional experience for the college bound student. Basic techniques of working with young children are required through classroom work and on-the-job training in Head Start programs, Day Care Center, nursery schools and elementary school classrooms.

Pre-requisite: Child Development

Enrollment for 1974-1975 -- 20

PATIENT CARE TECHNICIAN TRAINING

This course prepares for employment as a patient care technician. Basic nursing skills such as admission to and discharge from the hospital, bed baths, simple treatments, tests and safety practices are acquired. The diseases and disorders of the body systems, the need for recognizing symptoms, the prevention of infections and the importance of following directions are learned through classroom work and hospital on-the-job training.

Enrollment for 1974-1975 -- 31

FOOD SERVICE TRAINING

This course will enable students to gain entry level skills in quantity food service in the many food service establishments in the Danbury area. Through classroom instruction and on-the-job training, students will gain job skills and explore the possibility of further training in this field on the post high school level.

Enrollment for 1974-1975 -- 22

E V A L U A T I O N

Strengths of one Danbury Career Education Program as perceived by the Systems-Wide Council --

I. The development of a strong elementary program -- Although participation is on a voluntary basis, it is estimated that approximately seventy-five percent of the elementary teachers participated.

II. The ninth grade exploratory program has met with much success in its first year of implementation. Plans for future years carry a great deal of enthusiasm and eagerness.

III. The Placement Office is off to a good start, as of May 1975. One hundred and forty eight students registered and filed applications with the office. Of these, one hundred and nine have been placed . . . a percentage of seventy three point six.

IV. Progress is being made for the seventh and eighth grade Exploratory Program. September of 1975, undergraduate students will be assigned and the gap between elementary and senior high school will be bridged.

V. In-Service Teacher Training programs were developed in cooperation with RESCUE.

VI. The development of the Career Resource Center at RESCUE, Bridgewater, served eleven communities.

VII. The operation of the program provides teachers with information, ideas and other services on a voluntary request basis.

VIII. Goals and objectives have been written for all grade levels. The next step, teachers from all levels will write performance objectives in relation to the general objective.

IX. A curriculum seminar has been scheduled whereby, thirty teachers from ten school districts will attend to develop and structure curriculum packages in twelve disciplines.

X. Evaluation instruments will be completed by July, 1975 to be used for measuring student performance at the secondary level.

XI. Involvement and support of the community, industry, business, parents and Wes Conn is excellent. Participation in Career Fairs, Career Days, Institutes, Conferences and Seminars have been well attended.

EVALUATION -- continued

Perceived Weakenesses

I. Improving the understanding of the Career Education Program to help make progress at the secondary level is essential.

II. A better method of disseminating information throughout the district is needed to make teachers better informed.

III. Board of Education and Administration should provide more emphasis on Career Education as a priority goal.

IV. Provide time, materials and finances required for curriculum revision.

V. Guidance personnel must make changes in their approach to students -- more liaison between business/industry, community and school.

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